

Pastoral Care And Counseling  
RPS 560 W7

**INSTRUCTOR:** Laurie L. Stober, MA, PCC

**EMAIL:** lauriellack@gmail.com

**PHONE:** 513-319-0566

Instructor will meet with students as requested by individual students on Wednesday by appointment only.

This 3 semester credit class meets on Wednesday at 6:30-9:20 - August 28 through October 9th. Because the class is an accelerated one, there is a **required pre- assignment, due at the beginning of the first class.**

**Attendance at each class is mandatory.**

### **COURSE DESCRIPTIONS AND OBJECTIVES:**

This course helps students develop the skills that will allow them to minister to individuals, couples or family systems in distress. Students will learn how to develop a “helping relationship” that will support efforts at care and counseling, and to use basic counseling skills.

The fundamental components of the helping relationship will be defined as ***active listening, engagement, empathy and challenging***. Students will deepen their ability to practice and apply these skills in a manner that promotes healing and growth within the persons and systems those persons are involved in.

Students taking this course should not expect to emerge from it as marital and family therapists. Rather, they will develop skills that will help them engage others in a manner that promotes spiritual and emotional growth and change, and facilitates and supports people receiving whatever further help may be needed.

Students in this course will reflect on the “pastoral” nature of what they are doing as helpers, by becoming clearer that the perspectives that they bring to the counseling relationship are not derived only from particular psychological points of view, but also from their sense of themselves as *pastoral persons engaged in acts of ministry*, and therefore, from their theology and spirituality .

### **Outcomes for this course, integrating the Learning Outcomes, are:**

1. Students will increase their knowledge in therapeutic technique as well as increase knowledge of self and spiritual integration and be able to use this knowledge to provide competent pastoral care .
2. Students will explore connection between therapy and pastoral care using 1 required text, and additional reading, critical thinking, appropriate written communication and role play.
3. Students will be able to assess individuals for both spiritual and psychological issues using strength based assessment and maintain an awareness of their own limitations as pastoral counselor.
4. Students will demonstrate an understanding of ethical implications of pastoral care and connect diverse spiritual/religious perspectives into their professional .pastoral sessions.

**Required Texts:**

Cashwell, Craig S, Young, Scott ***INTEGRATING RELIGION AND SPIRITUALITY INTO COUNSELING***, c.2011

**Grading**

Pre-assignment 25%

Other written assignments 25%

Final class presentation 25%

Role play, participation, presence 25%

All written assignments must be "typed" and include proper notation and documentation.

Please use attached Grading Rubric for all writing assignments.

Please check the MSJ website regarding academic honesty:

<https://registrar.msje.edu/undergraduate-catalogue/rights-policies/academic-policies/academic-honesty>. Students with documented disabilities are encouraged to speak with course faculty at the beginning of the semester. In compliance with section 504 of the Rehabilitation Act of 1973, MSJ provides academic adjustments and auxiliary aids for , students. Please contact Meghann Littrell, Director, /learning Center and Disability Services. 5113-244-4524

\*Note " **W**" Indicates a written assignment is assigned, please use Rubric.

**PRE-ASSIGNMENT**

Read the text chapters 1-4. **W** Complete a written Spiritual History for yourself. The *HOPE* survey is the attachment labeled "pre-assignment". Be prepared to share this with 1-2 classmates. The *HOPE* questions should be answered thoughtfully and in depth.

**Tentative Syllabus:**

**CLASS ONE** - Overview and requirements

Determine Client/Counselor dyads

Lecture and participation on text and *Active Listening*

**ASSIGNMENT** - Read chapters 1-3

**W** Discuss the hallmark of competent practice and integrates the following inventory into you discussion.

*What are my natural gifts?*

*What is my speciality as a counselor?*

*What are my strengths?*

*What do I study, research?*

*What is my area of weakness?*

**CLASS TWO** - Explain project and pick movie

Model Role Play

Lecture and participation on text and *Engagement*

**ASSIGNMENT** - Read Chapters 3-5

**W** Pick one of the Models of Spiritual Development and apply it to a period in your life. OR.. Read about Ken Wilber and share your learning with the class, he is very modern and integrative. You do not have to write but you will need a Power Point presentation.

Be prepared to discuss case study "Rachel" in class 3.

**CLASS THREE** - Power point by students

Review Case "Rachel"

Dyads to work new case study

Dyads to practice *Active Listening and Engagement*

Discussion of Guiding theory

**ASSIGNMENT** - Read Chapters 6, 7, 9 and 10

**W** Read Attachment 2 and develop your position as a pastoral counselor with regard to being an agent of the state or a servant of the church..can you be both?

Be prepared to discuss question 4 chapter 6.

Read and understand the Ecomap

Bring/share to Class #4 1 mindful technique

**CLASS FOUR** - Dyads figure 7.1

Dyads Ecomap

Lecture on RCOPE and SAS

**ASSIGNMENT** - Read Chapters 11-12

Be prepared to discuss 12 steps and prepare your own inventory.. we should not ask a client to do what we have not done ourselves!!

**CLASS FIVE-** 12 Step Work and Integration

Group Practice

Time to discuss work on Project

**ASSIGNMENT** - Read Chapters 13-14 and 8.

**W** Discuss theory and your opinions with regard to masculine/feminine archetypes and how they may effect a counseling session.

**CLASS SIX** - Discuss assignment

Review and discuss Chapter 8

**ASSIGNMENT- W** Using concepts you have learned thus far in class pick 1-2 diagnosis that may create a conflict with a client's spiritual beliefs/practice and discuss how you would integrate counseling technique/theory into the session.

**CLASS SEVEN** - Movie Presentation and Dyad Final Case

D&T Lecture

**ASSIGNMENT – TBD**

**FINAL CLASS** - Movie presentations and Dyad Final Case

D&T Lecture

**H:** Sources of hope, meaning, comfort, strength, peace, love and connection

We have been discussing your support systems. I was wondering, what is there in your life that gives you internal support?

What are your sources of hope, strength, comfort and peace?

What do you hold on to during difficult times?

What sustains you and keeps you going?

For some people, their religious or spiritual beliefs act as a source of comfort and strength in dealing with life's ups and downs; is this true for you?

If the answer is "Yes," go on to O and P questions.

If the answer is "No," consider asking: Was it ever? If the answer is "Yes," ask: What changed?

**O:** Organized religion

Do you consider yourself part of an organized religion?

How important is this to you?

What aspects of your religion are helpful and not so helpful to you?

Are you part of a religious or spiritual community? Does it help you? How?

**P:** Personal spirituality/ practices

Do you have personal spiritual beliefs that are independent of organized religion? What are they?

Do you believe in God? What kind of relationship do you have with God?

What aspects of your spirituality or spiritual practices do you find most helpful to you personally? (e.g., prayer, meditation, reading scripture, attending religious services, listening to music, hiking, communing with nature)

**E:** Effects on medical care and end-of-life issues

Has being sick (or your current situation) affected your ability to do the things that usually help you spiritually? (Or affected your relationship with God?)

As a doctor, is there anything that I can do to help you access the resources that usually help you?

Are you worried about any conflicts between your beliefs and your medical situation/care/decisions?

Criteria	Levels of Achievement			
	Exceptional Point range A	Satisfactory Point range B	Needs Improvement Point range C	Poor/Unacceptable Point Range D/F
<p>Content Area:</p> <p>Respond to each assignment prompt</p>	<p><b>190 to 210 points</b></p> <p>Thorough response to each prompt. Good use of course material in reflecting on prompts. Exhibits logic, persuasive details and examples. Demonstrates critical and original thinking. Quoted material supports the author's assertions. Demonstrates ability to apply course material in response to questions.</p>	<p><b>170 to 189 points</b></p> <p>A satisfactory review of each prompt was provided. Applied some course content to topics in paper. Exhibits some logic and persuasive details. Moderate use of direct quotes. Some quoted material supports the author's assertions. Other verbatim quotes replace the author's own analysis and synthesis of the topics.</p>	<p><b>150 to 169 points</b></p> <p>The prompts were not adequately addressed. Lacks critical analysis of the topics. Lacks logic and persuasive details, and minimal critical thinking. Heavy use of direct quotes. Verbatim quotes replace the author's own analysis and synthesis of the topics.</p>	<p><b>0 to 149 points</b></p> <p>Prompts are not addressed. No critical analysis. Assignment not completed.</p>

